**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Unit Title: Can the World be a Fair and Just Place?** | | **Corresponding Unit Task: 2**  **Day 2.3** |
| **Unit EQ(s):** | How do readers compare texts across different genres? | |
| **Essential Vocabulary** | Purpose Audience Persona Argument, author’s purpose | |
| **Materials/Resources** | JFK speeches, graphic organizer | |
| **Activating Strategy/ Bell Ringer** | Journal: Record as many facts as you can recall about JFK. | |
| **Balanced Literacy Components Addressed:**  X Reading  XWriting   * Word Study   X Speaking & Listening  **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Common Core State Standards:**  **L.6.6 –** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **RI.6.1 –** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.6.3 –** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text  **RI.6.6 –** Determine an author’s point-of-view or purpose in a text and explain how it is conveyed in a text.  **W.6.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.  **SL.6.1 A-D** Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other’s ideas and expressing their own clearly.  **I Can Statements:**  **I can identify JFK.**  **I can explain his influence on the civil rights movement.**  **I can define author’s purpose.**  **I can identify the author’s purpose within a given text.**  **Instructional Plan:**  **\***From their journals students will contribute to class K-W-L  **Read and Discuss:**  \*Teacher will give each student a copy of JFK speech in order to read while watching/listening to the speech. (Gaggle Tube: JFK- Civil Rights- June 11, 1963 Parts 1 and 2, about 10 minutes)  \*T-P-S Students record 3 important facts while watching  \* PAPA bookmark available for students on GEMS  \*Teacher will model PAPA using Sneetches (PAPA template on GEMS)  \*Students will complete PAPA for the speech  **Group work:**  \*Students will be given a section of the speech to analyze. Students can highlight unfamiliar words, important sentences and explain the importance. Tone words will be circled.  \* Students will present findings (gallery walk, group presentations, etc..) | |
| **Closing/Summarizing Strategy** | Use 5 question quiz to evaluate knowledge. (Analyisis of speeches under language development on GEMS, step 5) | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| “Let America be America Again” by Langston Hughes  Hot seat about current events (Students in the hot seat will take on the persona of a given historical figure while student panel will ask questions. Hot seat participants will have to answer questions in their specific perspective. Some questions could be pulled from current events to infer how that historical figure would feel about present issues.) | Provide partially completed 2 column notes for speech notes | In a cooperative mixed group of strong and weak readers, students will complete a [modified PAPA graphic](Analysis%20of%20Speeches%20-%20Task%202%20-%20Modified%20PAPA.docx) organizer for the second speech. (use template on GEMS, step 6) |
| **Assessment(s)** | 5 ? quiz about speeches | | |
| **Reflection** |  | | |